

Equality information and objectives



Governors' Committee Responsible	Children, Families and Community Committee
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1. Aims

Marshgate Primary School aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

2. Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the Public Sector Equality Duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

3. Roles and responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents

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- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher

The equality link governor is Lucinda Holmes. They will:

- Meet with the designated member of staff for equality every term and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues
- The Headteacher will:
 - Promote knowledge and understanding of the equality objectives among staff and pupils
 - Monitor success in achieving the objectives and report back to governors

The designated member of staff for equality will:

- Support the Headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Meet with the equality link governor every term to raise and discuss any issues.
- Support the Headteacher in identifying any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

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5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of sporting activities)
- In fulfilling this aspect of the duty, the school will:
- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies addressing relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

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7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent opportunities and facilities for boys and girls

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

8. Equality objectives

Objective 1

Objective: To improve pupils' knowledge and increase levels of respect for the differences and similarities between cultural identities, races and religious practice in Marshgate, nationally and globally

Why we have chosen this: Marshgate families share a diverse range of backgrounds and beliefs. It is vital that our pupils develop a deep understanding, respect and appreciation about other cultures, religions and the difference between identities and practice so that they can foster good relations in the future; understanding the views, needs and rights of themselves and others.

How: Our curriculum will continue to evolve to become rich with examples of diversity of cultures. Pupils will have the opportunity to visit different places of worship in the extended community. Different faiths will be invited into assemblies and classrooms to talk to pupils. Our International Week will celebrate more than just the culinary cultures of our families – stories, music and customs will be showcased. The school will utilise the local (AfC) expertise in Racial Justice to ensure an anti-racist approach to all aspects of school life. We will subscribe to AfC's Anti-Racist Pledge

Outcome: Pupils will understand the key facts/ beliefs of the key religions at an age appropriate level. Older pupils will be able to explain that cultural beliefs are geographically based and religious beliefs come from a core belief. Pupils seek out new opportunities to develop their knowledge and understanding of different cultures, showing high levels of interest; for example, including different cultures in their written and art work. Pupils demonstrate respectful attitudes towards people from other cultures and races. Children articulate clearly high levels of respect when discussing other cultures and can identify commonalities in addition to differences.

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Objective 2

Objective: To increase attendance of all children to a minimum of 97%.

Why we have chosen this: We want all children to derive the maximum benefit from the educational provision we offer. We know from data that disadvantaged pupils and those with SEND have lower than typical attendance. We are committed to ensuring that every child receives their entitlement to schooling. We know, from our analysis of pupil performance data over a sustained time frame, that there is a consistent correlation between poor attendance and lower than average attainment.

How: • Class teachers to promote highest levels of attendance during with parents at drop off and collection

- High attendance of classes to be celebrated weekly in assemblies led by the Headteacher.
- Attendance and punctuality monitored weekly by the Office Manager and Headteacher.
- The Headteacher to work closely with parents of identified children to improve attendance rates.
- Parents to be given attendance figures at each termly parent consultation meeting.
- Every time a child is not in attendance contact with the parent to be made
- All requests for leave to be made to the Headteacher.

Outcome: All pupil groups have 97% attendance

Objective 3

Objective: To deliver excellent support to all our EAL pupils, particularly new arrivals to the country and their families.

Why we have chosen this: We have 71% of our pupils with EAL (November 2023).

How: Training to be given to teaching staff on how best to support EAL learners, e.g. create a welcoming environment, providing support such as dictionaries / tablets for Google Translate, providing visual cues when teaching and for independent work, identifying their EAL fluency code, working closely with families and translator, ensuring translation function available on school website to share key reminders / information

Outcome: Movement through EAL fluency codes; progress evident through informal observations and formal assessment (monitored on Target Tracker) and end of KS2 data. Positive feedback from pupil voice exercises and parental feedback questionnaires.

9. Monitoring arrangements

The Headteacher will update the equality information we publish, at least every year.

This document will be reviewed by the Children, Families and Community committee at least every four years. The Headteacher will provide yearly progress update.

This document will be approved by the Children, Families and Community committee.

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10. Links with other policies

This document links to the following policies/documents:

- Accessibility plan
- Risk assessments
- Safeguarding policy
- Behaviour and Relationships Policy